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ABSTRACT

Since its inception in 1974, the Staff Development Program at Oakton Community College (Illinois) has been responsible for over 44 seminars, workshops, mini-courses, and guest speakers. Initially, modules (as given workshops are called) were generated by and for faculty alone. In fall 1975, however, the Staff Development Program became operational for Oakton administrators and classified staff as well. At present, a faculty member coordinates the program, with the aid of a dean and a classified staff member. After suggestions for offerings are solicited from college employees, interest surveys are taken. Then, qualified leaders are sought, and schedules arranged and publicized. In addition, a Staff Development Committee comprised of representatives from each segment of the college meets to review proposals and evaluate completed modules. Though participation is voluntary, interest in the modules has been extensive. Four appendices to this report document the growth of the program: (1) the original proposal for the program; (2) figures for each module showing the total number of hours expended, number of sessions, and enrollment; (3) an idea solicitation memo, and program and evaluation sheets for the All College Workshop; and (4) an evaluation of the program for 1974-75. (MJK)

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Oakton Community College

Staff Development Program

ED114142

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JC 750 575

The following report on The Staff Development Program at Oakton Community College was written for presentation to the District 535 Board of Trustees.

Text prepared by

Mary L. Mittler
Coordinator, Staff Development Program
Assistant Professor of Communications

and

R. Edmund Dolan
Dean, Learning Cluster I

Oakton Community College, Morton Grove, Illinois

November 18, 1975

STAFF DEVELOPMENT

In July of 1974 a proposal to formally establish a Staff Development Program at Oakton Community College was presented to the College Coordinating Council. Based upon the recognition that professional growth opportunities provided for college employees would ultimately enhance the educational services the college as a whole provides the community, Staff Development was viewed as a means of responding to the needs of faculty, administrators and the classified staff. In the original proposal, Staff Development was defined as "an organized, educational program which is extended to all segments of the college... It's purpose is to benefit these various segments so that the goals of the institution and its primary purpose providing maximized learning opportunities are better attained."[1]

From the time the original proposal was made to the present, the Staff Development Program at Oakton has made available to Oakton employees over forty-four (44) seminars, workshops, mini-courses, and/or guest speakers. Topics have included "Teaching Senior Citizens," "Active Listening Techniques," "The Metric System," and "Oakton Community College and the High Schools We Serve."[2]

Modules (as given workshops are called) have been led by staff members, faculty, administrators, community experts and external consultants. Thus, staff development not only allows us to share with one

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[1]See appendix 1: In Service/Staff Development program for academic year 1974-75: a proposal.

[2]See appendix 2: Facts & Figures: Oaktons Staff Development Program

another our own areas of expertise but also provides for community and national experts within a given field to share personally with us information not otherwise accessible to all college members.

Currently, Staff Development offerings include those specifically generated by and for separate college segments, e.g., "Teacher Effectiveness Training" (faculty), "T.A. for Classified Staff," "Employer/Employee Relations, a Seminar for Administrators," as well as modules with equal appeal and of interest to all three groups, e.g., "Think Metric." However this was not always true.

Initially, modules were generated by and for faculty alone. This was a conscious decision based upon a scheme of gradual program development whereby Staff Development would be expanded to include all three major college segments. This Fall Staff Development became operational for all segments of the college and is now a total college program.

MECHANICS OF THE STAFF DEVELOPMENT PROGRAM

At present, the Staff Development Program is co-ordinated chiefly by a faculty member, whose primary responsibility is the coordination of program offerings. Together with a dean assigned as liason to the program and a classified staff member, suggestions for offerings are solicited from college employees, interest surveys taken, qualified leaders sought and schedules arranged and publicized. In addition a Staff Development Committee composed of two faculty members from each college cluster, a classified staff member elected by the C.S.A., a dean and the Director of Business Services meet regularly with the Staff Development coordinator and assist in the solicitation of input and over-all coordination of the program.

In practice, a typical Staff Development module is generated in the following manner.

1. A memo asking for topics is sent to all college personnel.

2. A response might indicate someones' interest in pursuing the topic of "Active Listening Techniques."

3. Responses to a follow-up memo, again to all college personnel might indicate 20 to 25 people interested in pursuing this topic.

4. A qualified leader is obtained (this usually through the recommendation of someone on campus conversant with the given area).

5. A schedule is arranged and publicized; Oakton personnel register, and depending upon the final response, the module takes place.

6. Evaluation forms are distributed to all participants at the end of each module.[3]

Each semester, separate requests for input are made, new modules instituted, some previously offered ones repeated. The 1975 Fall All-College Workshop day, as well as one day of the 1975 Fall Faculty Orientation week were devoted to Staff Development activities. Schedules for these days were constituted utilizing the same basic procedures. It is to be noted the constant solicitation for suggested topics is at the core of the Staff Development program. Neither the co-ordinator nor the administration, nor the Staff Development committee itself can assume responsibility for knowing what an individual's needs might be; there has to be constant opportunity for those needs to be expressed.

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[3]See appendix 3 for sample of these forms.

EVALUATION

Assessment of the Staff Development Program is considered both desirable and necessary. The following evaluation strategies have been adopted to assist in determining both the quality of the program and the effectiveness of individual modules.

1. At the conclusion of each Staff Development module an evaluation form is given to each participant. The results of the evaluations are compiled and analyzed by the Staff Development Committee and specific feedback is given to the leader of each module.

2. The Staff Development Committee analyzes the evaluation data in order to assess program direction, organization and overall effectiveness, as well as to determine the worth of a given module.

3. An interest survey form is distributed each semester in order to establish program direction and priorities.

Overall, assessment of the program to date has been quite positive. Over eighty (80) percent of those responding to the evaluation surveys judged the module they attended as beneficial. Presently the module evaluation form is being revised so that more specific information can be obtained. It is intended that these evaluation and assessment components continue to be an integral part of the Staff Development Program.

CONCLUSION

At Oakton, Staff Development is voluntary. No one must attend a given module; no one must volunteer to lead or sponsor one. Thus the ultimate responsibility for participation rests solely upon each individual. It is significant that there continues to be great interest in a program which is completely voluntary; this speaks well for those Oakton employees who want to grow personally and professionally and are willing to devote time and energy to this end.

In July of 1974, the first evaluation report of the Oakton Community College Staff Development Program was prepared.[4] The Conclusion reached at that time indicated that the program had been successful in providing learning opportunities for faculty, that the program should be expanded to include administrators and classified staff, and the strong institutional leadership and support were necessary ingredients of the programs' continued success. To that end several changes were recommended, and are currently being implemented. These included:

1. The formulation of a Staff Development Committee, whose function would be the coordination of Staff Development activities, and whose membership would include faculty, administration, and classified staff personnel. This committee is now operational.

2. The preparation of a report to the college Board of Trustees, a report that would not only inform, but would hopefully stimulate discussion of and support for the Staff Development program.

3. The development of a comprehensive study of the Staff Development Program which would ultimately result in a long-range proposal for a model program for Oakton Community College.

[4]See Appendix 4

This report is being presented then with the intent of informing you, the College Board Member, of what Staff Development is and has been all about, what the program has offered, who is involved and where it is going.

Staff Development is one more way we can optimize both directly and indirectly the quality of services we offer to the community. With your support, the program can grow and achieve even more; we ask for that support.

OAKTON COMMUNITY COLLEGE

MEMO

College Coordinating Council — Date July 30, 1974

Deans of the Learning Clusters — Copies to

ct In-service/staff-development program for academic year 1974-1975: a proposal

Over the past three years, the several learning clusters have made a variety of efforts in the direction of staff development. Although these efforts have met with only mixed success -- there have been follow-through and continued interest in some cases, but not in others -- they have nonetheless established among the faculties and administrations of the clusters a clear pattern of involvement in and commitment to the concept of staff development itself. Activities such as off-campus workshops, outside consultants, program development, and modular workshops have, moreover, established workable models for the implementation of in-service programming. Also, the faculties of the clusters have indicated their impatience with meetings that do not focus on "the improvement [to invoke the ghost of Holstad] of the teaching-learning process."

Within this context the Deans have determined to organize a coherent, college-wide in-service/staff-development program for the 1974-1975 school year. The program will operate during cluster meeting and workshop times, during fall-semester faculty orientation, during the fall and spring all-college workshop days, and at other times as needed. Program sessions will be ongoing through the one, two, or three periods delimited by orientation and the all-college workshops. Sessions will be conducted by Oakton faculty and staff, and by outside consultants as appropriate. Faculty (and staff) will commit themselves to the equivalent of one facet of the program throughout the year; this commitment will be equal to "regular" attendance at group meetings.

With the preceding as background, it is necessary to consider here definitions and specifics. Staff development is an organized, internal educational program which is extended to all segments of the college -- administration, faculty (full- and part-time), classified staff, and students. Its purpose is to benefit these various segments so that the goals of the institution and its primary purpose providing maximized learning opportunities are better attained. In other words, the goals, objectives, strategies, and evaluations stated and implemented by a staff-development program have as their foundation and end the maximizing of the learning of all the students who come through Oakton's open door. Although staff development does not necessarily or continuously work directly with students, the program has as its ultimate goal benefits extended to and experienced by students. Further, staff development should be responsive to emerging requests and issues. It is not a single "system," method, or model; it is, rather, a flexible attempt to apply resources and skills to help the College and all its components achieve their goals (institutional, professional, and personal). Emphasis should be on creating an atmosphere where people are mobilized to attack problems, not each other.

The concept of a total staff-development program is perhaps best defined via illustration: Let us suppose that on a college-wide workshop day, a series of "mini-workshops" were held, each devoted to a separate specific educational topic. Such topics might include

competency-based education,
individualized instruction,
CAI techniques,
secretarial techniques and the cluster system,
administration-faculty proposals, and
campus security and public relations.

Each administrator, faculty member, and classified staff member would be invited to participate in the workshop of his/her choice. The purpose of this initial workshop would be to excite interest in the topic and to formulate plans for its continued exploration during the coming semester or year. The workshop would be led by an individual with expertise in the topic presented. A central coordinator would then publish a schedule of continuing workshops on that and other topics.

Additional topics are numerous, and can be divided into those for consideration by specific disciplines and those for consideration by faculty members at large. In the former category could be included

vo-tech instruction
confluent education,
minimal-mastery criteria,
proficiency examinations,
values teaching in the sciences,
developing reading or writing components in other than communications courses, and
developing women's-studies components in specific courses

In the latter category-

vo-tech programs
evaluation of faculty and students,
teaching adults,
identifying and dealing with specific learning abilities and disabilities,
development of a specific interdisciplinary program (American Studies),
audio-visual techniques
teaching methodologies, and
transactional analysis.

These lists are not exhaustive, but they are representative of the kinds of options, long-run and short-run, that ought to be available in a comprehensive staff-development program.

Although segments of the College may currently be doing many of these things with varing degrees of formality, in-service education is not a process that is isolated and discrete; it requires more than the haphazard allocation of human, technical, financial, and structural resources. A

program of this scope requires an institutional commitment to the philosophy of staff development, and the coordinated allocation of institutional resources.

Accordingly, the Deans of the Learning Clusters are recommending that the contractual services (539100) accounts of their respective budgets be set at $2500 each. Of the total sum of $10,000 thus projected, at least half--

speakers and consultants. . .	$2500
supplies and materials. . . .	1200
printing and mailing.	750
off-campus meetings	800
	$5250

-will be used to support the in-service/staff-development program described above. The remainder, as in previous years, will support ongoing College programming that originates in the clusters and is not budgeted for elsewhere: women returning to school, senior citizens, Semester for Self-Directed Study, Focus Chicago, Artists' Workshop, Green Turnip, Election '74, American Studies, and others.

Our recommendation, which encompasses a good deal more than matters of budget, has been carefully considered, and we look forward to the opportunity to respond to specific comments, questions, and suggestions. We are aware of the amount of time and energy that will be required to coordinate this endeavor, and we are equally aware of its potential advantages for the College -- its students and faculty. We solicit the support of our colleagues, and of the institution as a whole, to bring it off.

HSI:hg

Facts and Figures

Oakton Community College Staff Development

Fall 1974-Present

Fall Semester '74 Module	Total of Time	Number of Sessions	Enrollment
T.A. for Teachers	18 hrs.	6	15
Textbook	4½ hrs.	3	8
Advanced T.A.	3 hrs.	1	27
Teaching Senior Citizens	3 hrs.	1	10
How to Teach Adults	3 hrs.	1	20
Exploring Learning Disabilities	5 hrs.	2	39
A.V. in the Classroom	2 hrs.	1	24
Part-Time Faculty at O.C.C.	6 hrs.	3	11
Spring Semester '75 Module			
Guest Speaker: Dr. D. Fader	1 hr.	1	83
T.A. for Teachers	6 hrs.	3	12
Advanced T.A.	8 hrs.	4	10
Creativity Session	7 hrs.	1	20
Death and Dying	6 hrs.	3	23
T.E.T.	6 hrs.	3	16
Guest Speaker: R. Samples	(3-day Speaker/Seminar Program)		50
Safety Seminar	3 hrs.	2	12
Summer Semester '75 Module			
Audio-Visual Services at Oakton	6 hrs.	3	19
Creativity for the Non-Creative	6 hrs.	3	20
Introduction to Biofeedback	2 hrs.	2	29
Oakton's Registration System	1½ hrs.	1	10
Fall Semester '75 Module			
Guest Speaker: Dr. Rousche	1½ hrs.	1	32
Registration Procedure	1½ hrs.	1	7
Orientation for New Faculty	1½ hrs.	1	20
Safety Procedures on Campus	1½ hrs.	1	8
Student Development at Oakton	1½ hrs.	1	12
Value Clarification Seminar	3½ hrs.	2	25
General Developmental Studies	2 hrs.	1	19
Walking Tour of New Campus	2 hrs.	1	48
Faculty Seminar on Oakton	2 hrs.	1	8
Audio-Visual Services	2 hrs.	1	4

Facts and Figures (Continued)

Fall Semester '75 Module	Total of Time	Number of Sessions	Enrollment
Alternate Approaches to College Learning	½ day	1	22
A Question of Values; Personal/ Professional	½ day	1	60
Research and Evaluation Techniques	½ day	1	13
Career Education in Illinois	½ day	1	12
The High Schools We Serve/Principles	½ day	1	30
Employer/Employee Relations Seminar	½ day	1	17
Techniques for Active Listening	½ day	1	15
Readings in T.A.	½ day	1	12
Education Abroad	½ day	1	25
Teaching Techniques Shared	½ day	1	20
Science Equipment Demonstration	½ day	1	12
Questions of Values Continued	½ day	1	20
Employer/Employee Relations Seminar	½ day	1	12
Classified Staff Information Seminar	½ day	1	10

Number of Modules -- 44

Total Enrollment --911

re
11/13/75

OAKTON COMMUNITY COLLEGE

MEMO

All Oakton Personnel

Date September 12, 1975.

Mary Mittler

Copies to

Staff Development: Update, Fall Program, Workshop, 10/14/75

I would like to begin by thanking all of you for the support and cooperation you have given the Staff Development program. This year the program will be expanded both in terms of offerings and personnel involved.

Thanks to a willingness on the part of the institution to financially support Staff Development, we will be able to provide a wider range of offerings than was possible before now. In addition, not only will faculty and administrators be able to take advantage of Staff Development offerings, but all members of the classified staff will be included as well. Staff Development this year should become what has been intended all along, namely, a program of growth opportunities for every member of the college community.

To accomodate this growth a committee comprised of classified staff representatives, faculty-cluster representatives, and administrative representatives has been formed to help solicit your ideas and assist in the planning and preparation of modules. This committee includes:

Gene Lockwood	Adele LeGere
Tereas Harbin	Soda Parker
John Tosto	Bob Wilcox
Leslie Smith	Ed Dolan
Jackie La Pat	(Group IV representatives T.B.A.)

If at any time you would like to see offered or would be willing to offer a given module please feel free to contact anyone of us.

From time to time you will be asked directly for your input as well as your evaluations of modules that have been offered and in which you participated. Your input will be used to determine future modules. Your evaluations serve a two-fold purpose: first, to let us know how and where we could improve, second, to give us the statistical base needed to justify the continuation of the program.

Currently, plans for the Fall Staff Development program and the All College Workshop Day, October 14, 1975, are being made. Attached is a form requesting suggestions for modules you would like to see offered, either for the Fall program or the Workshop Day. Would you please complete and return this to me by Monday, September 22, 1975. Without your input the program cannot function well - if at all. Thank you again for your cooperation.

Mary

mv

CC SF2

Please complete and return to Mary Mittler, Rm. 247 by Monday, September 22, 1975.

1. I would like to see offered this Fall a module on the topic of

_____

2. I would be willing to lead this module.

Yes _____ No _____

3. I know of someone who could lead this module.

Name: _____

Address and/or phone: _____

4. I would like to have the following included as part of the All-College Workshop Day.

_____

_____

mv

OAKTON COMMUNITY COLLEGE

MEMO

Oakton Personnel

Date October 2, 1975

Mary L. Mittler

Copies to

October 14, 1975: College Workshop Day

The attached format and program for the October 14, 1975, All-College Workshop day reflects some suggestions I have received indicating a desire for more concrete, practical seminars, ones which are more content/problem-solving oriented. Since no one consultant or speaker could have equal practical value for all disciplines, the morning session consists of six different seminars, each led by an external consultant or panel and concerned with a specific problem or content area. The afternoon session, consisting of eight modules led primarily by "in-house" personnel, again is directed more towards the specific interests and/or concerns expressed by you. (It should be noted that a third concern -- that for a catered lunch -- was not addressed. Our budget was used for speakers.)

After perusing the workshop program, will you please complete the attached form, indicating which module(s) you plan on attending and return this form to me by Wednesday, October 8, 1975. The information requested is needed for two reasons:

1. To give the various speakers/presenters an idea of how many people can be expected to attend their modules.

2. To allow me to furnish you with materials appropriate for given modules in advance.

Thank you for your cooperation.

MLM:re
attachments

OCC SF2

ALL-COLLEGE WORKSHOP DAY
October 14, 1975
Program

9:00- 9:30 Coffee and Doughnuts -- Building #6 (Honest!)

9:30-12:00 Modules:

A. Alternative Approaches to College Learning
Dr. M. Qutab, Associate Professor of Environmental Studies, Northeastern University.

Dr. Qutab is the Director of a National Science Foundation Institute for earth science teachers and currently directs the studies of thirty (30) masters degree candidates at Northeastern University. He will discuss some of the teaching techniques he has developed and will present material relative to the teaching/learning process at the college level.

B. The Question of Values: Personal and Professional
Dr. Donald Tyrell, Ph.D.

Dr. Tyrell is a clinical psychologist, and the author of When Love is Lost, a book in which he describes his method of value clarification. He will lead a discussion on the problem of values confusion and deterioration in our society -- what the problem is, contributing factors and how we, as professionals, can productively address ourselves to that problem.

C. Research and Evaluation Techniques for the Classroom Instructor
Dr. Al Hecht, Director of Research, Moraine Valley Community College.

Dr. Hecht received his doctorate in Educational Research from the University of Illinois, Champaign. He will discuss the methods used in designing research models for classroom use and the ways such individual research/evaluation projects can assist the classroom instructor.

*D. Career Education in Illinois
Dr. James Galloway, Coordinator of the Program Approval Unit if ICCB.

Dr. Galloway will discuss trends of career education in Illinois and the implications for community college education.

*Tentative: Subject to Dr. Galloway's confirmation.

E. Oakton Community College and the High Schools We Serve

An articulation panel consisting of:
Dr. Clyde Watson, Principal of Maine South High School
Dr. Gilbert Weldy, Principal of Niles North High School
Rev. Charles Adamson, Principal of Notre Dame High School

This seminar is designed to give us the opportunity to discuss educational trends in our district as perceived by local high school personnel. Each panel member will present a brief resume of programs and student trends within his district and/or institution and will then be available for questions and free discussion.

F. Employee/Employer Relations: A Seminar for Classified Staff

Julien Frank, Associate Professor of Psychology, Roosevelt University.

Mr. Frank has served as a management consultant to the Social Security Administration Branch of H.E.W. He has led seminars for both executives and management trainees for the Sears Corporation, Xerox, and MacDonald's. He has also participated in personnel seminars and lectured extensively on employee-employer relations.

Some areas to be explored in this seminar include employee self-concept; employee/employer instructions and possibilities for change.

12:00-1:30 Lunch

1:30-3:30 Modules:

G. Techniques for Active Listening
Mike Maloney

In this module the skills of active listening, response formulation and elements of productive confrontation will be explored. Through discussion and directed exercises, some alternatives for interacting with others will be explored. How we listen, how well we listen, and how others see us responding will be the focus of the module.

H. Readings in T.A.: A Discussion
Biff Doolittle/Elaine Sullivan

This module is designed for those of us who have had previous experience with Transactional Analysis. Readings will be provided in advance and will form the basis for group discussion of some new trends in the field of T.A.

E. Education Abroad
Peter Koenig/Bernie Katz

This module is designed to give us a chance to hear of the life, culture, educational system, of Israel and Germany from Peter and Bernie, who have just returned from a year's teaching experience abroad.

J. Teaching Techniques: What Works? What Doesn't?
Lynda Jerit, Frank Fonsino, Roberta Zimmerman, Dick Storinger

This seminar is designed to allow for an exchange of practical methods of teaching that you have tried and found useful, or tried and found not so. Some alternative teaching strategies will also be presented and discussed.

K. Science Equipment Demonstration
Spencer Bowers

Spencer will demonstrate some of the new equipment purchased for the biology lab, especially equipment useful for those teaching Anatomy and Physiology, or General Biology sections.

L. Question of Values: Personal and Professional
Dr. Donald Tyrell

Continuation of morning module "B."

M. Employer/Employee Relations: A Seminar for Administrators
Julien Frank, Associate Professor of Psychology, Roosevelt University.

This module will focus on the same areas mentioned in the description of morning module "F." The perspective taken this afternoon, however, will be that of the administrator rather than the staff employee.

N. Classified Staff Informational Module
A representative from various departments, such as administration, accounting, purchasing, job placement, personnel and security will form the panel. Topics addressed will include effective communication, information exchange and department responsibilities.

O. Individual Modules, on None of the Above:
Instead... If you have something of professional value to you that you would like to pursue independently, please feel free to arrange for your own module. If it involves off-campus visitation, please notify your Dean accordingly.

MJM:re
10/2/75

PLEASE COMPLETE AND RETURN THIS FORM TO:

Mary Mittler
Office - 247
Wednesday Noon - October 8, 1975

I plan on attending the following morning module:

A. Alternative Approaches to College Learning _____
B. A Question of Values: Personal ! Professional _____
C. Research: Evaluation Technique for the Classroom Instructor _____
D. Career Education in Illinois _____
E. O.C.C.: The High Schools We Serve _____
F. Employer/Employee Relations: A Seminar for Classified Staff _____

I plan on attending the following afternoon module:

G. Techniques for Active Listening _____
H. Readings in T.A.: A Discussion _____
I. Education Abroad _____
J. Teaching Techniques _____
K. Science Demonstration _____
L. Question of Values (continued) _____
M. Employer/Employee Relations: A Seminar for Administrators _____
N. Classified Staff Informational Module _____
O. Individual Module _____

NAME_____

OAKTON COMMUNITY COLLEGE

MEMO

All Oakton Personnel

Date 10/14/75

Mary I. M'ttler

Copies to

Evaluation of College Workshop Day: 10/14/75

In order to evaluate the Staff Development activities of Tuesday, October 14, 1975, and to plan the February College Workshop Day, will you please complete the following and return to me, Room 247, by Monday, October 20, 1975.

Thank you

---

1. I attended the following morning module:
   - A. Alternative Approaches to College Learning _____
   - B. A Question of Values: Personal & Professional _____
   - C. Research: Evaluation Technique for the Classroom Instructor _____
   - D. Career Education in Illinois _____
   - E. O.C.C.: The High Schools We Serve _____
   - F. Employer/Employee Relations: A Seminar for Classified Staff _____

2. I found this module beneficial:
   YES _____ No _____

3. I attended the following afternoon module:
   - A. Techniques for Active Listening _____
   - B. Readings in T.B.: A Discussion _____
   - C. Education Abroad _____
   - D. Teaching Techniques _____
   - E. Science Demonstration _____
   - F. Question of Values (continued) _____
   - G. Employer/Employee Relations: A Seminar for Administrators _____
   - H. Classified Staff Informational Module _____
   - I. Individual Module _____

4. I found this module beneficial:
   YES _____ NO _____

5. On a scale of 1-5, I would rank the day as a whole:
   1. _____
   2. Above Average _____
   3. Average _____
   4. Below Average _____
   5. Poor _____

6. I recommend the following changes in the Workshop Day Format:

_____
_____
_____
_____
_____
_____

7. My suggestions for possible future speakers include:

_____
_____
_____
_____
_____
_____

MM/gf

OAKTON COMMUNITY COLLEGE

MEMO

President's Cabinet

R. E. Dolan/R. Wilcox

Staff Development

Date: August 14, 1975

Copies to: Deans
M. Mittler
J. Tosto

Attached you will find an evaluation of the 1974-75 Oakton staff development program. During that year, fourteen (14) individual modules and two (2) guest lecturers were utilized, with a total of approximately 380 participants. Evaluations of the modules and the individual speakers are positive, with one exception: the creativity workshop.

Plans for the coming year, initiated during the summer of 1975, include an expansion of the staff development program to include classified staff and administrators.

I would like to recommend that a report to the Board on the staff development program be given in November or December of 1975. By this time, we will have completed the evaluation of the summer program and will be well into the fall program.

If additional information is needed, please contact myself or Bob Wilcox.

RED:re
attachments

CC SF2

OAKTON COMMUNITY COLLEGE

MEMO

To: The Deans Date: June 25, 1975

From: John Tosto and Mary Mittler Copies to:

Re: The 1974-75 O.C.C. Staff Development Program: An Evaluation

Discussed since 1973, the first phase of what hopefully will become a comprehensive Staff Development Program for OCC was made operational in the Fall of 1974. Since that time, fourteen separate modules have been offered. This report will review chronologically each module offered, the degree of faculty-administration participation, the cost incurred by each module individually and by the program as a whole, and finally a summary of the evaluation given to participants in the program.

During the Fall Orientation week for new and returning faculty, two days were set aside for staff development activities. The faculty were offered the option of attending any one of six separate modules:

	Module		Attendance
1.	The Art of Being Published	Carol Davis	27 faculty
2.	Units on Women	R. West/E. Sullivan	22 "
3.	American Studies	B. Taylor/L. Smith	22 "
4.	Reading in the Classroom	Ruth Turiel	8 "
5.	Staff Development Orientation	J. Tosto/M. Mittler	27 "
6.	CVIS and Academic Advising	Jim Bush	14 "

Faculty participation in these modules was excellent (due, we are certain, to faculty having to be somewhere that day), but, more important, after orientation week ended, an evaluation of the week's activities was held and the results indicated a desire for more staff development activities for the Fall term. (In fact, the modules on "Publishing," "Women," and "Reading Skills" continued into the first week of the semester.)

Although plans were being made to offer six to eight modules for the Fall term, organizational details such as constructing survey forms, arranging time schedules, etc., were still being worked out by the coordinators and it was nearly the end of September

before plans for these modules were finalized. At that time it was decided to offer at least six of the modules as part of the October College Workshop day. The modules so offered were:

	Module		Attendance
1.	Teaching Senior Citizens	B. Agnew/R. Wovell	10 faculty
2.	How to Teach Adults	A. and K. Kruzel	20 "
3.	T. A. for Teachers	B. Doolittle/E. Sullivan	26 " , 1 adminis.
4.	Exploring Learning Disabilities	Dr. Larry Little	39 " , 1 "
5.	A. V. Materials in the Classroom	Tim Hooker	24 "
6.	The Part-time Faculty at Oakton	Phyllis Woloshin	11 "

In addition, faculty were given the option of visiting another campus during the afternoon sessions. Ten faculty took advantage of this option.

The costs incurred included a $25.00 honorarium given to Rose Wovell and Alex Kruzel and a $100.00 honorarium for Dr. Little, totalling $150.00 for the entire program. (Some of these modules were continued throughout the semester. See attachment.)

Partly as a result from these activities, teachers for the Gray Matters Program were recruited, a TA for Teachers module was offered for the remaining of the Fall term, a study of part-time faculty needs was conducted, and the results forwarded to appropriate faculty committees for further action. Again, evaluations of these modules indicated widespread support and approval from the faculty.

The Fall term concluded with plans being made for an expanded program for the Spring, one which would include the beginning of a Faculty Speakers Series, and the expanded use of outside consultants to respond to expressed faculty needs.

In January of 1975 faculty were surveyed to assess their principal areas of interest, and in February, the Spring Staff Development Schedule was published. Of the

six modules proposed, five had sufficient "enrollment" to warrant their being offered. (We assumed any module having the support of at least ten faculty was "go.") The modules offered in the Spring term included:

Module		Attendance	
1. T. A. for Teachers	E. Sullivan/B. Doolittle	11 fac.,	1 cl. staff
2. Advanced T.A. for Teachers	E. Sullivan/B. Doolittle	10 "	
3. Creativity Workshop	Shoshannah Hoffman	20 "	1 admin.
4. Death and Dying	Audrey Gordon	23 "	1 cl. staff
5. Teacher Effectiveness Training	Marian Fishman	16 "	

The costs incurred here were $450.00 to Shoshannah Hoffman and $350.00 to Marion Fishman, for a total of $800.00.

In addition to these modules, two speakers, Dr. Daniel Fader and Robert Samples addressed the faculty. Dr. Fader's address attracted an audience of 83 faculty and administrators; Mr. Samples, through lecture and classroom visitation, affected approximately 50 faculty and administrators and over 150 students. These two speakers involved an expense of about $800.00.

Our first "spontaneous" module, i.e., one which was developed and offered during the Spring semester and which originated from one faculty member's concern over a given issue, was also held: a seminar on Safety Practices at Oakton. Two consultants were engaged for the module at a cost of $50.00 and twelve faculty members attended.

At the end of the Spring term evaluations were given for each individual module. The returns (approximately 57% of those attending responded) indicated all were successful and worthwhile for the participants, save the Creativity Workshop. In response to this, another workshop on Creativity will be held this Summer, one which will address itself more specifically to the needs of those attending.

To: The Deans page four June 25, 1975
From: John Tosto and Mary Mittler
Subject: The 1974-75 O. C. C. Staff Development Program: An Evaluation

Summary: The 1974-75 academic year was one which found the Staff Development Program at Oakton taking root and becoming (like so many things at Oakton) traditional in a short time. Faculty now seems to expect, indeed some even look for announcements concerning new offerings, and spontaneous suggestions come frequently. The increased interest on the part of the classified staff for inclusion in the program is a welcome one. This coming year it is hoped that such inclusion will become a reality. As "unofficially official" coordinators, John and I have learned:

1. Budget support is essential to the success of the program. This past year, even deliberately cutting corners, two semesters' offerings cost $1,900 for speakers and consultants alone.
2. Released time for at least one faculty member who will coordinate the activities of the program is also essential. Surveying the faculty, arranging the times, dates, locations, and leaders for the modules, notifying participants, evaluating modules, and working with other faculty, administrators, and, hopefully, classified staff personnel, takes much more time than even we had anticipated.
3. Institutional support for a comprehensive program, one responsive to the needs of all members of the Oakton staff, is greatly needed.
4. Your support has been invaluable. Thank you.

grm

Oakton Community College Staff Development
1974-75

Faculty Coordinators:
John A. Tosto
Mary L. Mittler

Administrative Coordinator:
R. Edmund Dolan

Fall Semester

Module	Time	Length	Enrollment
T. A. for Teachers	2:00 - 5:00	6 Sessions	15
Textbook Readibility	12:30 - 2:00	3 sessions	8
Advanced T. A.	9:00 - 12:00	1 session	27
Teaching Senior Citizens	9:00 - 12:00	1 session	10
How to Teach Adults	9:00 - 12:00	1 session	20
Exploring Learning Disabilities	9:00-12:00 1:30-3:30	2 sessions	39
A. V. in the Classroom	1:30 - 3:30	1 session	24
Pt. Time Faculty at O. C. C.	1:30 - 3:30	3 sessions	11

Sprin g Semester

Module	Time	Length	Enrollment
Guest Speaker: Dr. D. Fader	12:30 - 2:00	1 session	83
T. A. For Teachers	2:00 - 4:00	3 sessions	12
Advanced T. A.	2:00 - 4:00	4 sessions	10
Creativity Session	9:30 - 4:30	1 session	20
Death and Dying	3:00 - 5:00	3 sessions	23
T. E. T.	2:30 - 4:30	3 sessions	16
Guest Speaker: Bob Samples	3 day speaker/ seminar Program		50
Safety Seminar	12:30 0 2:00	2 sessions	12

Totals
14 Modules
2 guest lecturers
380 Participants

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